

Learning Motivation as Predictor of Student Engagement in Private Junior High Schools Students

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Abstract: Student engagement is an intensity of behavior, emotional quality and personal effort of active involvement of students in learning activities. When students engage in learning, they will participate and engage in academic and social activities and will have regulatory compliance and involvement in learning activities. Such students will possibly get good learning achievement. Motivating students to learn in school is a topic of great concern of educators today and motivating students that they can succeed in school is one of the greatest challenges of this century. Various studies have shown the linkage between student engagement and learning motivation. The aim of this research is to determine the effect of achievement motivation toward student engagement mainly in coastal area of Surabaya. The sample of this study consisted of 226 students of total population of 540 students from 3 private Junior High Schools in Bulak sub district Surabaya. This research uses quantitative approach with regression design to determine the extent to which student engagement could be predicted through achievement motivation. Instruments used to measure learning motivation and student engagement that developed by researchers in this research based on several theories. Findings indicated that learning motivation could affect student engagement, so that in this research learning motivation could be predictor of student engagement. The results also obtained that subjects in this research had moderate level of student engagement., and also had learning motivation in the moderate category.

1 INTRODUCTION

Student engagement is very important in learning process. Students who are actively involved in learning, will feel the need to seek knowledge, enjoy the atmosphere in learning and will always interested to learn. When students engage in learning, they will participate and engage in academic and social activities. Students will have regulatory compliance, involvement in learning activities such as paying attention to the lessons, asking questions and participating in discussions, as well as participation in sporting activities as well as school organizations (Fredricks et al., 2004). Such students will possibly get good learning achievement. Conversely, students who are not involved in learning, it may be difficult to obtain good learning achievement. This is in accordance with the opinions of Finn & Rock, (1997) and Marks (2000) (in Harris, 2011) which state that student engagement has a correlation with improvement of academic achievement.

Researchers had focused on student engagement as key to solve the problem of low learning achievement and the increasing of dropout cases from schools (Fredricks, Blumenfeld and Paris, 2004). The decreasing in achievement and lack of student involvement in schools becomes a serious problem, both individually and in the community. Student disengagement in learning process is often manifested in some behaviors such as lazing in the classroom, ignoring the teacher and not participating in class discussions and ultimately leading to an increase in the number of students dropping out (Fall and Roberts, 2012).

The importance of student involvement in learning has been discussed by previous researchers, as done by Wang and Holcombe (2010), that student involvement in schools is related to the student's academic achievement. Explained also by Hirschfield and Gasper, (2011) that students who are actively involved can gain knowledge and skills more adequately, can complete their education and can avoid the increasing cases of drop out from school.

Student engagement is the intensity of behavior, emotional quality and personal effort of an active student to involve in learning activities (Reeve, 2005). Student engagement has a correlation with improvement of academic achievement (Finn & Rock, 1997 and Marks, 2000 in Harris, 2011). Furthermore, student engagement is also associated with improving students' sense of belonging to schools or other social institutions (Willms, 2003 in Harris 2011). While Beeland (2002) states that student engagement is one important factor that is useful for the evaluation process of a teaching method.

Student Engagement according to Natriello (in Apleto, Christenson & Furlong, 2008) is a student participation in activities that are part of school programs. Meanwhile, according to Newmann, Wehlage & Lamborn (in Appleton, et al., 2008) student engagement is a psychological investment and effort deployed by students to the learning, understanding or mastery of a knowledge, skills or work that become the goal of academic activities. Meanwhile, Reeve (2005) states that the student engagement is the intensity of behavior, emotional quality and personal effort of an active student to involve in learning activities.

Fredricks et al. (2004) states that student engagement is indicated by: (1) Behavioral engagement. Behavioral engagement is characterized by participation and involvement of the students in academic and social activities. These behaviors will appear from regulatory compliance, involvement in learning activities (attention to lessons, questioning and participation in discussions), and participation in sporting activities as well as school class organizations (Fredricks et al., 2004). This is considered very important in achieving positive academic outcomes and preventing dropping out of school (Connel, Finn in Fredricks et al., 2005). (2) Emotional engagement. Emotional Engagement refers to the affective attitudes, interests, assessments and affirmations of students to the class, teachers, classmates or school (Connell & Wellborn, Skinner & Belmont, Lee & Smith, Stipek in Fredricks et al, 2005). This is important to foster a sense of student interest in their educational institutions and affect the willingness of learners to learn (Connel, Finn, in Fredricks et al., 2005). (3) Cognitive engagement. Cognitive engagement refers to the concept of investment, students are willing to exert the effort needed or even more than necessary to understand a material or mastery of an ability. Fredricks et al. (2004) explained that cognitive engagement includes

motivation to learn and using cognitive and metacognitive strategies in thinking and learning.

Skinner & Belmont (1993) argued that students who have low level of student engagement will appear passive, not trying hard, bored, easily give up and display negative emotions, such as anger, blame and rejection. Meanwhile, according to Connell (1990); Finn & Rock (1997); Marks (2000), student engagement is related to learning achievement. If students have high student engagement, students will get high learning achievement, on the contrary if student engagement is low, student achievement will also be low. Therefore, it can be stated that students' low learning achievement is assumed to have problems related to student engagement.

Researchers are interested in conducting research related to student engagement, especially for private junior high school students in Bulak District, Surabaya City. Bulak sub-district of Surabaya is an area located on the east coast of Surabaya which still has characteristics as a coastal community. Although the livelihoods are quite diverse but there are still many people who live as fishermen. The education level of the population in this region based on 2015 data indicates that 36.6 percent of the population in Bulak sub-district have completed primary school, 27.6 percent of the population are educated at Junior High School, 23.6 percent of the population are educated at senior high school, 5.8 percent of the population is educated Bachelor degree and 5.9 percent of the population are undergraduate educated, and 0.5 percent are post-graduate educated (in Kurnia, 2017). Number of school facilities, in this case is Junior High Schools, are also limited. Based on data from <http://referensi.data.kemdikbud.go.id/>, the number of Junior High Schools in Bulak sub-district are only 4 schools consisting of 2 State Junior High Schools and 3 private Junior High Schools.

Based on the interview with some teachers who taught in several private junior high schools in the area, that their students' learning involvement was still lacking. They have to be forced to go to school. Sometimes they also have to be threatened that they cannot take the exam or they will be failing the grade if the don't discipline come to school. Students also often leave school before the time to go home, or when the teacher is explaining the students sleep or talk to each other. Schools also find it difficult to invite students to do extra-curricular activities if not required. Even during the national exam, the teachers must pick up their students to come to school and take the exam.

Based on the results of the acquisition of the average value of the National Examination 2017 of Private Junior High School students in Bulak, sub-district, the ranking was above 100 of all High Schools in Surabaya and the average score was less than 55. The data is showed in table. 1 below :

Table 1 : The average grade of National Exam of private junior high school in Bulak District.

Schools	National Exam grades in 2017		National Exam grades in 2016	
	Rank	Average	Rank	Average
Romly Tamim	150	51.33	139	53.40
Tri Guna Bhakti	296	40.55	271	43.37
Taman Belajar	318	37.97	289	42.28

Based on the data in the table above, it is known that the average acquisition value of National Exam in 3 Private Junior High Schools Surabaya Bulak area is less than 55 and decreased in the year 2017 when compared with the acquisition grade in 2016. Tamim Romly Junior High School decreased by -2.07, while Tri Guna Bhakti Junior High School decreased by -2.82 and Taman Belajar Junior High School decreased by -4.31. Based on the above data, it can be concluded that the students' academic achievement in those 3 junior high schools had not been as optimal as expected by students, teachers, schools or government.

One of some factors that influencing academic involvement is learning motivation (Wormington, Corpus & Anderson, 2011). Motivating students to learn in school is a topic of great concern of educators today and motivating students that they can succeed in school is one of the greatest challenges of this century (Awan, Noureen and Naz, 2011). According to Akpan & Umobong (2013), lack of motivation is a major hurdle in learning and the pertinent causes in deterioration of education standards. Feldman (2005) sees motivation as a factor that directs and energizes human behavior and other organisms. Wood (2002) sees motivation as a process for initiating, directing, and supporting behavior to meet physiological or psychological needs. Santrock (2005) divides motivation into two types: intrinsic and extrinsic. Intrinsic motivation is based on internal factors such as self-determination, effort, challenge and curiosity, while extrinsic motivation combines external factors such as

rewards and punishments. Moula (2010) states that motivation is one of the factors that contribute to academic success; that parents and educators should strive to understand the importance of promoting and encouraging early academic motivation.

Based on the description above, it is known the important role of learning motivation in student engagement, especially for junior high school students. When students are in junior high school grade, some studies got results of a decline in student engagement and achievement motivation. Based on that result, researchers are interested in deepening the research, especially in private junior high schools located in coastal areas in Surabaya. This is because the research on achievement motivation on student engagement, especially in schools in coastal areas, is still rarely carried out.

2 METHODS

2.1 Participants

The population in this study is Private Junior High School students in Bulak sub district Surabaya. The sample of this study consisted of 226 students of total population of 540 students. The number of samples was taken based on Isacc and Michael tables at 5% error level in 3 Private Junior High Schools in Bulak sub district Surabaya. Data collection was done by visiting 3 schools assisted by research assistants and teachers in each school. Implementation in 3 schools of Romly Tamim Junior High School, Tri Guna Bhakti Junior High School, and Taman Belajar Junior High School.

2.2 Procedures

This research uses quantitative approach with regression design. Regression design is used to determine the extent to which student engagement can be predicted through achievement motivation. Instruments used to measure learning motivation and student engagement that developed by researchers in this research based on several theories. The learning motivation scale consists of 26 items while the student engagement scale consists of 21 items. The scale model used is Likert scale.

Reliability testing in this research is done with internal consistency approach using statistical technique that is Alpha Cronbach because the scale used in this research is only charged once in the subject group (Single Trial Administration). The principle of Single Trial Administration method is

testing the consistency between parts or between items in the overall measuring tool (Azwar, 2009). The reliability estimate is measured by looking at the consistency between item in the measuring instrument itself.

This research used simple linear regression analysis to analyze the data. In order to obtain a good regression, it must fulfill the assumptions required to meet the assumption test of normality, linearity and heteroscedasticity.

3 RESULTS

Discrimination index of items on learning motivation scale moves from 0.3 to 0.69 with reliability coefficient is 0.851, while the discrimination index of items on student engagement scale moves from 0.3 to 0.47 with reliability coefficient is 0.817.

Based on the result of simple regression test known that the significance value is 0,000 (0.000 < 0.05), then H0 is rejected which means that learning motivation affects student engagement in this research. The results shows in the table below:

Table 2: Simple linear regression test

Model	Sum of Squares	df	Mean Square	F	Sig.
1					
Regression	12573.194	1	12573.194	196.912	.000 ^b
Residual	14302.788	224	63.852		
Total	26875.982	225			

a. Dependent variable: student engagement

Table 3: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durb in-Watson
1	.684 ^a	.468	.465	7.991	1.752

Based on the calculation result, it is known that R Square is equal to 0.468, which means that the influence of learning motivation to student engagement is 46.8%, so that 53.2% other variables that affect student engagement is not a focus in this study.

Table 4: Coefficients.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1					
(Constant)	31.323	3.863		8.110	.000
VAR00001	.669	.048	.684	14.033	.000

a. Dependent variable: student engagement

b. Predictors: (constant), motivasi belajar

Based on the results of coefficients, it shows the regression coefficient marked positive, which means that the increased learning motivation also increases student engagement, and the equation of the regression line is $Y = 31.323 + 0.669 X$. It means that every increase of one learning motivation unit, there will be student engagement increase of 0.669. Description of learning motivation of respondents can be seen as follows:

Table 5: Description of leaning motivation

Categorize	Range	Frequency	Percentage (%)
High	$X > 95$	31	13.72 %
Average	$74 < X \leq 95$	134	59.29 %
Low	$X < 74$	61	26.99 %
Total		226	100%

Based on the above table, it is known that the dominant respondents have learning motivation in the moderate category, as many as 134 students (59.29%), while 61 students have learning motivation in the category less (26.69%). Students who have high learning motivation as much as 31 students or 13.72%.

Table 6: Description of student engagement

Categorize	Range	Frequency	Percentage (%)
High	$X > 91$	71	31.42 %
Average	$69 < X \leq 91$	128	56.64 %
Low	$X < 69$	27	11.94 %
Total		226	100%

Based on the above table, the results obtained that students who have student engagement in the medium category is the dominant, as many as 128 students (56.64%), students who have student engagement in the high category is 71 students or

31.42% and students who have student engagement in the low category are as many as 27 students or 11.94%.

Table 7: Description of indicators of student engagement

Indicators	Mean
Cognitive engagement	27.69
Emotional engagement	25.04
Behavioral engagement	27.55

Based on the description of each indicator of the student engagement, the most dominant indicator is cognitive engagement that has mean value of 27.69. Refers to the concept of investment, students are willing to exert the effort needed or even more than is needed to understand a material or mastery of an ability. Fredricks et al. (2004) explains that cognitive engagement includes motivation for learning and the use of cognitive and metacognitive strategies in thinking and learning. The next indicator is behavioral engagement which has a mean value of 27.55. Behavioral engagement is characterized by the participation and involvement of students in academic and social activities. This behavior can be seen from compliance with regulations, involvement in learning activities (pay attention to lessons, ask questions and participate in discussions), and participation in sporting activities as well as school-class organization (Fredricks et al., 2004). This dimension is considered very important in achieving positive academic outcomes and preventing dropping out from school (Connel, Finn in Fredricks et al., 2005). The indicator of student engagement with the lowest mean value is emotional engagement with mean value of 25.04. Emotional engagement refers to the attitudes, interests, judgments and affective reactions of the students to the class, teachers, classmates or school (Connell and Wellborn, Skinner & Belmont, Lee & Smith, Stipek in Fredricks et al., 2004). The dimension of emotional engagement is important to foster a sense of student interest in their education and affect the willingness of students to learn (Connel, Finn, in Fredricks et al., 2004).

Table 8: Description of indicators of learning motivation

Indicators	Mean
Increasing learning activities	27.55
Ensuring continuity of learning	25.04
Directing learning activities	27.88

Based on the calculation of the average value obtained the result that the indicator directing

learning activities gets mean value of 27.88. It shows that the willingness of students to direct their learning activities in each lesson that has been taught in order to achieve a certain goal in learning is the most dominant in generating learning motivation. While the indicator increasing learning activity has an average value of 27.55. This shows that the desire of students to do learning activities in school is enough to form a motivation to learn. The last sequence is ensuring continuity of learning that has mean value of 25.04., which means that the students' willingness to retain learning activities in each of the lessons that taught at school is least to form student learning motivation in this study.

Table 9: Crosstab correlation between motivation and student engagement

	Student Engagement				
		Le ss	Moder ate	Hig h	To tal
Motivation	Less	16	13	0	29
	Moder ate	11	129	15	155
	High	0	18	24	42
	Total	27	160	39	226

Based on the results of cross tabulation correlation between motivation and student engagement in table 9, it is known that there are 16 students who have motivation and student engagement included in the category of less, 13 students have motivation in the category of less while having student engagement in the medium category. 11 students who have moderate motivation, having student engagement in less category. 129 students have both moderate motivation and student engagement, 15 students have moderate motivation and high student engagement, 18 students have high motivation and moderate student engagement. 24 students have both high motivation and student engagement. Thus proves that the motivation of learning is related to student engagement. This can be seen in chi-square test results below:

Table 10 : Chi-Square Test Results

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	113.085 ^a	4	.000
Likelihood Ratio	89.402	4	.000
N of Valid Cases	226		

From Chi-Square results in table-10 can be seen that Asymp.Sig. (2 sided) is 0,000 (sig <0.05). Thus it can be concluded that there is correlation between learning motivation and student engagement.

4 DISCUSSION

The result of this research shows that learning motivation has an effect on student engagement, meaning that learning motivation can be used as predictor of student engagement. The higher the motivation to learn, the higher the student engagement, and the lower the motivation to learn the students engagement will be lower. This result is in accordance with Akpan & Umobong (2013) research that achievement motivation influencing student engagement. Wormington, Corpus & Anderson (2011) also found that the learning motivation is related to academic performance and academic involvement.

Motivation is a factor that directs and energizes human behavior and other organisms (Feldman, 2005). Wood (2002) sees motivation as a process that initiates, directs, and supports behavior to meet physiological or psychological needs. Santrock (2005) divides the motivation into two types: intrinsic and extrinsic. Intrinsic motivation is based on internal factors such as self-determination, effort, challenge and curiosity, while extrinsic motivation combines external factors such as rewards and punishments. Students who are motivated to learn will direct their energies to learning activities, by showing a willingness to direct their learning activities to achieve learning goals. Students have the desire to do learning activities at school. and have the will to maintain learning activities on every lesson taught in school. When students exhibit such behaviors, then students' energy is directed to engage in learning.

Student Engagement (Natriello in Apleton, Christenson & Furlong, 2008) is the participation of students in activities that are part of the school program. Meanwhile, according to Newmann,

Wehlage & Lamborn (in Appleton, et al., 2008) student engagement is a psychological investment and effort deployed by learners toward understanding or mastering a knowledge, skills or work that become the goal of academic activities. According to Skinner & Belmont (1993) students who have low student engagement will appear passive, not trying hard, bored, give up and display negative emotions, such as anger, blame and rejection. Zepke, Leach and Butler (2010) suggests that high motivation to learn especially intrinsic motivation influences student involvement. Kim, Park, Cozart and Lee (2015) illustrate that in the learning process, repetition is one of cognitive strategies and one of the effort to stimulate students actively involved. This will happen if the students have the willingness to learn and the willingness will not guarantee involvement without any effort.

Subjects of this research have student engagement in the medium category, which means that students have the intensity of behavioral, emotional quality and personal effort in learning activities which are sufficient, especially in the use of cognitive and metacognitive strategies in thinking and learning. Thus Private Junior High School students in the area of Bulak Surabaya shows quite able to engage in learning. Referring to the opinion of Fredricks et al. (2004), private junior high school students in the area Bulak Surabaya sufficiently adhere to school rules, pay attention to the lessons, ask questions and participate in discussions, as well as participation in sports activities, organizational and school classes. In addition, students are quite happy with the atmosphere of the school, like the teachers, the classmates and the school. Students are also quite capable of using cognitive and metacognitive strategies in thinking and learning. However, the results indicate that some of the subjects still have low level of student engagement. Those students still passive, do not try hard, bored, give up and display negative emotions, such as anger, blame and denial in their learning process.

Based on the results of the indicator analysis of student engagement, it is known that the students have highest score on cognitive engagement. Referring to the opinion of Fredricks et al. (2004), that students with high cognitive engagement are willing to exert the effort required or even more than is necessary to understand a material or mastering an ability. While the next indicator, that is behavioral engagement, is characterized by participation and involvement in academic and social activities. Students as subjects of this research got moderate score in this indicator. The behaviors will be evident

from regulatory compliance, involvement in learning activities (attention to lessons, questions and participation in discussions), and participation in sporting activities as well as school organizations (Fredricks et al., 2004). While the last dimension of student engagement is emotional engagement, i.e. attitude, interest, assessment and affective reaction of students to class, teachers, classmates or school (Connell and Wellborn, Skinner & Belmont, Lee & Smith, Stipek in Fredricks et al, 2004). Students as subjects of this research got lowest score in this indicator. The findings are in line with the information that given by the teachers of those schools where the research was conducted that students of those schools sometimes do not come to school, especially if after they have done the exams. Even when the national exam was held, the teachers had to pick up some of their students to come and to join the exams. If this condition is left, then it will influence the willingness of students to learn.

Learning motivation of the subjects of this research included in medium category, meaning that the subjects have enough learning motivation, that is students are happy enough to face challenge and also have enough curiosity. But this condition still needs to be improved continuously so that those students will always have good learning motivation. Based on the opinion of Sardiman (2012), students who have good motivation to learn are able to direct the energy for learning activities, able to generate learning activities and able to ensure continuity of learning. The results of this research also note that the subjects mostly are able to direct the energy for learning activities but least able to ensure continuity of learning. Thus the things that need to be improved is that students are always motivated to learn regularly, whether there is an exam or not. According to Santrock's opinion (2005) ideally students learn must be based on intrinsic motivation, which is based on internal factors of individuals, e.g. a student learns because of the encouragement of high curiosity of something so that student feels that can reach good achievement in learning if he tries to understand every subject matter.

The results of this research also found out that there is a correlation between learning motivation and student engagement. This is in line with Wormington, Corpus & Anderson (2011) who argued that learning motivation is related to academic performance and academic engagement. That is, if students are encouraged to do the learning then the students will have willingness to participate in many activities as parts of the school programs.

5 CONCLUSIONS

Based on the result of this research, it can be concluded that there is influence of learning motivation to student engagement. The results of this study are useful for Educational psychology. In the field of education, teachers need to create a good learning atmosphere so that students will have a high motivation to learn. If students have high motivation to learn, students will actively involve in learning. Parents also have important role so that students have high learning motivation, which in the end students will have high learning achievement.

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